

Plans for Anthropology >> 2020 - 2021 Anthropology CHC Instructional Program Review 2020-2021

Name : 2020 - 2021 Anthropology CHC Instructional Program Review 2020-2021

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

A. MISSION

The mission of the Anthropology program is to offer transferable electives in Anthropology for transfer to the university level, an AA degree in Anthropology, and an AAT degree in Anthropology. We offer courses that aid students both personally and professionally by exposing them to the tenants of the field including the understanding and appreciation for human diversity.

We encourage students in anthropology to see the world "holistically," as the sum of biological, social, and cultural parts, and to adopt the viewpoint of cultural relativism, which seeks to understand beliefs and activities of individuals in terms of that individual's own culture, not by judging them on the basis of

their own culture. Holism, the all-encompassing “Big Picture” is what distinguishes anthropology from other sciences.

Anthropology is a discipline that is dedicated to advancing human understanding and applying this understanding to the world’s most pressing problems. Anthropology helps to sensitize students to the mosaic of ethnic differences around the globe. Our courses explore the world’s societies--groups from the Pacific, North and South America, Asia, Africa, Europe, and the former Soviet Union--as well as our own nation’s Hispanic, Laotian, Japanese, Native American, and other ethnic minority groups. Exposure to inter-ethnic ways of thinking and feeling will help students understand the diverse contending motivations at work in today’s global economy.

Courses in anthropology help prepare and challenge students to become conscientious global citizens, providing skills and knowledge which can be applicable and useful in any industry or career. Anthropology courses help students to relate to others across class lines, ethnic boundaries, and diverse upbringings, bridging communication gaps that can arise in just about any field.

B. ALIGNMENT WITH COLLEGE MISSION

The mission of Crafton Hills College is “to advance the educational, career, and personal success of our diverse campus community through engagement and learning.” The Anthropology program advances the mission of the college by providing quality instruction within all four fields of anthropology: biological, cultural, archaeology, and linguistics. The Anthropology program offers engaging transferable courses in a variety of formats towards a degree, or for the purpose of general education. Cultural Anthropology and Linguistics provide students with knowledge and skills in human social and cultural interactions which they can take forward into any career path. Through field trips and excursions abroad, the program can broaden students' educational experiences and promote personal growth. Through hands-on and laboratory-based activities in Biological Anthropology and Archaeology, students can learn in exciting and engaging ways about human history and prehistory, as well as what may be in store for our future as a species.

2. Description of Program

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

A. ORGANIZATIONAL STRUCTURE AND STAFFING

The Anthropology program at CHC is part of the Social Sciences Department in the Social, Information, and Natural Sciences Division (SINS). Anthropology currently has one full-time faculty member and 3 part-time faculty members. Our primary focus is offering GE requirements and transfer-level courses. We are one of the few community colleges in the area that regularly offers courses in all 4 subfields of anthropology (Cultural, Biological Anthropology, Linguistics, and Archaeology). We offer 7 to 10 sections per semester and usually 3 sections in the summer.

Although Anthropology is a social science and is typically part of social science departments, it also shares the needs of physical and life science disciplines in terms of laboratory space and support. Our course in Biological Anthropology and the corresponding lab course meets the requirements for a lab science for both UC and CSU transfer programs. The Anthropology program has a teaching collection of bone and fossil replicas and related equipment for biological anthropology currently stored in North 109 (a shared space with Geology). The program currently lacks a teaching collection for Archaeology.

B. ACTIVITIES

Field Trips: In collaboration with the Sociology department, each semester we offer our students at least one field trip. In October of 2019, we rode the Metrolink into Los Angeles where we lunched on Olvera Street, toured the Japanese-American Museum, and strolled through Little Tokyo. In March of 2020, we visited the San Juan Capistrano Mission. This year due to the Covid-19 pandemic, students had the opportunity for a virtual field trip to the Chattanooga Zoo, where we met with the zookeeper on Zoom for a private tour of their Tamarin monkey enclosures. Students were able to see the monkeys up close and had the opportunity to ask the zookeeper questions. Past field trips have included a visit to the California Science Center in Los Angeles to see the Space Shuttle and the blockbuster exhibition: King Tut: Treasures of the Golden Pharaoh. All required admission fees for the Mission and museums have been graciously paid for by the Crafton Hills Foundation.

In the Summer of 2019, the Anthropology Program offered students an 8-day excursion to the archaeological sites of the Grand Canyon, Mesa Verde, Aztec Ruins, and Chaco Canyon. Seven CHC students from a range of backgrounds (majors and nonmajors, students brand new to CHC and seasoned students) took part in the trip. We spent a full day at the Crow Canyon Archaeological Center with a private tour of the collections, a working archaeological site, and lessons on atlatl throwing (a spear-throwing tool). Students paid a minimal fee for the trip, national parks provided free educational admission, and the remainder of the expenses were financed by the faculty members and the Crafton Hills Foundation. The trip was an incredible success. Students were thrilled with the opportunity and have requested more trips, both domestic and abroad, for the future. (see Goals and Objectives).

Anthropology Club: The Anthropology Club was established in Spring 2018 with the full-time faculty member in the program as the advisor. Students have organized field trips, gathered for informal discussions on topics in anthropology, and participated in Club Rush and other student club events.

C. ALTERNATIVE MODES OF INSTRUCTION

We offer a combination of seated, online, hybrid, day, and evening courses. Seated and online sections of 100, 102, and 106 are usually offered every semester. ANTHRO 107, 110, and 125 are typically

offered as seated courses, although they are approved for DE and may be offered as the need arises. ANTHRO 116 will be offered fully online beginning Spring 2021 as part of CHC's goal of offering a fully online degree pathway for students.

ANTHRO 100 (Introduction to Archaeology), ANTHRO 102 (Cultural Anthropology), ANTHRO 106 (Biological Anthropology), ANTHRO 107 (Native Peoples of North America), ANTHRO 110 (Magic, Witchcraft, and Religion), ANTHRO 116 (Biological Anthropology Laboratory), ANTHRO 125 (Language and Culture) have all been recently updated in Curricunet and include approved DE addendums.

We offer Honors sections of ANTHRO 102 Cultural Anthropology and ANTHRO 106 Biological Anthropology. The Anthropology Program regularly works with the Honors Program Coordinator and the Honors Steering Committee in reviewing the needs of both programs. Currently, we are discussing the possibility of writing curricula for Honors sections for ANTHRO 100 Archaeology and ANTHRO 116 Biological Anthropology Laboratory.

D. NEEDS BASED CURRICULUM

The Anthropology Program offers courses for anthropology majors, nonmajors, students seeking an Associate's degree in Anthropology, and students wishing to transfer to a 4-year university.

All Anthropology course curricula are up to date and are current on their 6-year revision cycle. Both ANTHRO 102 and 106 have been approved as Honors courses, and are offered to students every semester (stacked with the regular sections).

ANTHRO 116 (Biological Anthropology Laboratory), which fulfills the science with a lab requirement for both IGETC and CSU, has been recently updated with a DE addendum, allowing the lab to be offered online. Fully online laboratory courses are not commonly offered in California community colleges; CHC is one of the few that do so. Having a fully online lab is critical to offering a fully online pathway, which is an ongoing initiative at CHC. This will be the first fully online laboratory course offered at CHC.

All CHC Anthropology courses are transferrable to CSU and UC systems and all Anthropology courses meet graduation requirements as GE courses. Anthropology courses assist students in completing a wide variety of educational plans.

For an AA-T degree in Anthropology, students take ANTHRO 100, 102, and 106. For an AA degree, students take ANTHRO 102 and 106. Anthropology courses are also approved for IGETC. ANTHRO 100, 102, 106, and 125 are C-ID aligned. Most UC and CSU campuses require Anthropology transfer majors to have completed ANTHRO 100, 102, and 106.

[Associate of Arts Degree for Transfer: Anthropology](#) (AA-T)

[Associate of Arts Degree: Anthropology](#) (AA)

The [US Bureau of Labor and Statistics](#) reports that careers in Anthropology are expected to grow by 5% from 2019 to 2029 (faster than average).

Anthropologists can be found in corporations, all levels of government, educational institutions and non-profit associations. Today there are four main career paths for anthropology graduates: academic

careers, corporate and business careers, government careers, and non-profit and community-based careers. Taking Anthropology courses at CHC helps fill the need for qualified workers in these areas locally and supports a variety of career pathways. ([Source](#))

According to the [NAFSA: Association of International Educators](#), there is a consistently increasing demand for study abroad opportunities, particularly faculty-led, short-term study abroad, where students can take for-credit courses abroad. Short term summer semesters are ideal for this. Community college students, in particular, are not frequently offered the opportunity to study abroad but the data show they want it. Anthropology courses are perfect for this type of study due to their holistic and global nature and focus. CHC is a member of the Southern California Foothills Consortium and works regularly with AIFS (American Institute of Foreign Study) which provides well-organized support for faculty who lead excursions abroad. Additionally, the full-time anthropology faculty member is a board member for Sister Cities International for Redlands, a nonprofit which organizes and leads student cultural exchanges with Redland's Sister Cities in Japan, China, and Mexico. Once Covid-19 restrictions are lifted, there is an opportunity for CHC to meet this demand and expand our alternative modes of instruction by developing short-term, faculty-led, credit-based courses, offered abroad in summer semesters. (see Goals and Objectives).

E. SCHEDULING MATRIX

see attached.

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

A. BUDGETARY CONSTRAINTS OR OPPORTUNITIES

The Anthropology program has been fortunate to have the relatively recent addition of a full-time faculty position (in 2017) after many years as an orphan discipline with only adjunct faculty. Have a full-time position has allowed the program to gain a solid footing at the college by providing a voice for the program, increasing interest in the program and encouraging students to take multiple anthropology courses, and expanding the program's opportunities for students to get involved outside the classroom through field trips and the Anthropology Club.

Additionally, with funding from the IEPI grant (Institutional Effectiveness Partnership Initiative), the college was able to purchase the teaching collection for biological anthropology in 2020. This purchase allowed us to create the online version of ANTHRO 116 Biological Anthropology Laboratory, by providing the materials needed to create video and images for instruction online. The collection also serves as the heart of the traditional in-person lab which we will begin to offer once Covid-19 restrictions are lifted.

We can now offer the lab, both seated and online, which was not possible without this funding. The Anthropology program will continue to need support for this lab, including funding for the replacement of lab consumables, a part-time lab technician, and additional equipment as needed. A goal of the Anthropology program is to offer increase student success in archaeology by offering more hands-on activities for student engagement. This will require equipment and supplies for a teaching collection in Archaeology. This would be beneficial to students, even if the project is funded little by little over several years.

B. COMPETITION FROM OTHER INSTITUTIONS

The CHC Anthropology program is now very strong in terms of competition from other institutions in three areas:

We offer courses in all four subfields of anthropology (many only cover 3)

We offer the Biological Anthropology Lab fully online (very rare, perhaps available in only 3 or 4 community colleges statewide before Covid-19, now only 10).

We are in a position to offer a seated Biological Anthropology Lab once Covid-19 restrictions are lifted. (not all community colleges offer this lab and it is rare for a community college to have such a rich collection of lab equipment)

C. REQUIREMENTS OF FOUR-YEAR INSTITUTIONS

Students who major in Anthropology at CHC meet the transfer requirements for CSU and UC systems. Most UC and CSU campuses require Anthropology transfer majors to have completed ANTHRO 100, 102, and 106, which are the core courses for the AA-T degree in anthropology. Moreover, all CHC Anthropology courses can count as transferrable electives to CSU and UC systems and meet graduation requirements as GE courses. ANTHRO 100, 102, 106, and 125 are C-ID aligned.

D. REQUIREMENTS IMPOSED Not applicable to Anthropology

E. JOB MARKET

i) REQUIREMENTS OF PROSPECTIVE EMPLOYERS

Most of America's professional anthropologists have traditionally worked in higher educational institutions, teaching, and researching, but today there are many other career options for trained anthropologists. Many anthropologists with master's degrees or bachelor's degrees work for contract archaeology firms at archaeological sites, in biological anthropology laboratories, and in museums in a wide range of areas. Similarly, there are many opportunities as social science researchers and in other areas available to anthropologists at every level of training. A doctorate is required for most academic jobs.

Anthropologists fill the range of career niches occupied by other social scientists in corporations, government, nonprofit corporations, and various trade and business settings. Most jobs filled by anthropologists don't mention the word anthropologist in the job announcement; such positions are broadly defined to attract researchers, evaluators, and project managers. Anthropologists' unique training and perspective enable them to compete successfully for these jobs.

ii) DEVELOPMENTS IN THE FIELD

The non-academic employment of cultural anthropologists is greatly expanding as the demand for research on humans and their behavior increases. Since 1985, over half of all new PhDs in anthropology have taken nonacademic positions in research institutes, nonprofit associations, government agencies, world organizations, and private corporations. While the job market for academic anthropologists is relatively steady, demand for anthropologists is increasing in other areas, stimulated by a growing need for analysts and researchers with sharp thinking skills who can manage, evaluate and interpret the large volume of data on human behavior.

4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not the program met its target for each PLO.
- Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s).
- What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s)? If none, please explain.

A. PROGRAM LEVEL OUTCOMES

Anthropology Program Level Outcomes: (see catalog [AA Degree in Anthropology](#) and [AA-T Degree in Anthropology](#))

PLO 1: Utilize anthropological theories and research methods to "make the unfamiliar familiar, and make the familiar unfamiliar"

PLO 2: Apply archaeological and anthropological research methods, and explain which would be appropriate in the investigation

PLO 3: Identify the components of "culture" and explain the application to the interpersonal and organizational experience of a given case study, covering topics such as the roles of legends, symbolism, rites of passage, linguistics and drug use

PLO 4: Define ethnocentrism and appraise its role in maintaining societal solidarity and its impact on tolerance, pluralism, and diversity

	2019/20	2018/19	2017/18
PLO 1	86.19	93.75	93.94
PLO 2	91.94	85.6	76.32
PLO 3	87.29	87.3	87.88
PLO 4	----	----	-----

The Anthropology Program set a target of 70% for each PLO and the target has been met consistently for the last 3 years. Data for PLO 4 is missing, and this seems to be a problem within the cloud, as SLOs are not preassigned to their mapped PLOs. In addition, the curricula for courses with SLOs mapped to PLO 4 were not updated until this year.

B. IMPROVEMENTS PLANNED

The curricula for anthropology, including SLOs, has been recently updated. In order to ensure PLO 4 will be measured going forward, we need to provide preset SLO-PLO mapping within the cloud.

The language of the PLOs, especially for PLO 3, is outdated and needs revision. We use the data from the PLOs to inform instruction: PLO 2 has had the most variation in terms of results over the last 3 years. We plan to incorporate more hands-on activities to increase student success with this particular PLO. (see **Goal 1**)

C. OBJECTIVES/ACTION STEPS ADDED

The current PLOs should be carefully reviewed and revised so that they better reflect the desired outcomes of the program.

The recently revised SLOs and course objectives, particularly for ANTHRO 100, 106, and 116, require additional support in terms materials and personnel (lab tech). In order to achieve the SLO outcomes that are mapped to PLO 1, 2, and 4, we need a dedicated space, a fully equipped and functioning lab, and teaching collections as requested in **Goal 1** and corresponding objectives.

In order to provide reliable results for PLO assessment, it would be beneficial to preassign PLOs mapped to their appropriate SLOs in the cloud. This way faculty teaching different sections of the same course would report their SLO data in a consistent way. The full-time faculty member will work with the research and planning department to preset these maps in the cloud. (**Goal 2**)

Additionally, we can particularly impact PLO1 and PLO4 with opportunities outside the classroom, such as field trips and short-term study abroad (**Goal 3**). Anthropology is all about understanding ourselves as well as "the other," and exposing students to different ways of life is at the heart of the field. This is in alignment with both the college mission and the mission of the Anthropology program, advancing educational career, and personal success in engaging ways.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target and provide an explanation for the target that has been set. **Click [HERE](#) to access your program specific data.**

ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. **Click [HERE](#) to access your program specific data.**

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? **Click [HERE](#) to access your program specific data.**

iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Click [HERE](#) to access your program specific data.**

v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Click [HERE](#) to access your program specific data.**

i) COURSE COMPLETION RATE

Target: 90%

2019/20: 95.2%

2018/19: 92.8%

2017/18: 93%

2016/17: 95.1%

The course completion rate for anthropology was 95.2% for the 2019-2020 academic year, an increase of 2.4% from the previous year. The program has met the target for at least the past four years.

ii) COURSE SUCCESS RATE

Target: 75%

2019/20: 74.3%

2018/19: 73.5%

2017/18: 78%

2016/17: 77.1%

The course success rate for anthropology was 74.3% for the 2019-2020 academic year, which comes very close to the target of 75% and is an increase from the previous year, which was 73.5%.

If we look at the data broken down by course for the academic year 2019/20, we can clearly see a pattern.

ANTHRO 100 Archaeology: **71.8% (below target)**

ANTHRO 102 Cultural Anthropology: 81.5%

ANTHRO 106 Biological Anthropology: **66.7% (below target)**

ANTHRO 107 Native Peoples of North America: 81.1%

ANTHRO 110 Magic, Witchcraft and Religion: 75%

Three courses met the success rate target of 75% (ANTHRO 102, 107, and 110). The courses that did not meet the target were ANTHRO 100 Archaeology, and ANTHRO 106 Biological Anthropology. The success rates of these two courses bring the average down for the program overall. This pattern is also present for the past 3 academic years. We do not yet have data about the ANTHRO 116 lab course (offered for the first time in Spring 2021 online.)

We clearly need to improve student success for these two courses specifically (see **Goals and corresponding Objectives**). Research supports that hands-on learning greatly enhances student engagement and success. There are many types of items that can be used for hands-on learning for both ANTHRO 106 and 100. For Biological Anthropology, students can use casts of hominin bones to compare and contrast species over time, understand physical variation, measure stature, estimate age, etc. It is exciting for students to hold life-size casts of real fossils in their hands. For Archaeology, students can study, sort, compare, and analyze stone tools and other artifacts, practice techniques for archaeological survey and excavation, and learn about conservation and interpretation of archaeological collections. Learning by doing in anthropology is exciting and engaging for students and will increase success rates in those courses.

As a holistic discipline, anthropology offers students a complete view of the human species. For example, in the archaeology course, students learn not just the techniques and methods of archaeology, but also about bioarchaeology, which is a subfield of both biological anthropology and archaeology. The tools, equipment, and other hands-on items used in one course are useful for many anthropology courses. For this reason, it is common practice in colleges and universities to have a dedicated space for teaching both lecture and lab courses. While the lab course (ANTHRO 116 Biological Anthropology Lab) requires equipment for specific lab exercises, many other anthropology courses use these same items in lectures. Having a dedicated space for anthropology allows instructors to make use of the teaching collections in both lecture and lab and will increase student engagement, retention, and success as a result. **(Goal 1)**

Providing the necessary funding to support the Anthropology Lab, including the addition of a lab technician **(Goal 1)** will improve the student success rate for these two courses and therefore the

program as a whole. Building a teaching collection for archaeology can improve the success rates of students of ANTHRO 100. The program continues to work towards meeting the target through incorporating more hands-on activities to increase student success and retention.

The use of Supplemental Instruction for both of these courses could also help to improve student success rates for Anthropology courses. (**Goal 2, Objective 2**)

iii) FT/PT FACULTY RATIO

2019/20: 73.5%

2018/19: 66.7%

2017/18: 62.5%

2016/17: (n/a no full-time faculty member for the program)

The FT/PT Faculty Ratio for anthropology was 73.5% for the 2019-2020 academic year. With the recent addition of a full-time faculty member, the Anthropology program comes very close to meeting the target of 75/25. As the program grows, this ratio will probably change. The addition of the full-time faculty member has impacted the program and degree completion in a very positive way. Students benefit from the presence of a permanent full-time faculty member in the discipline in many ways, including transfer and career advice, letters of recommendation, guidance, and opportunities outside the classroom such as the Anthropology Club and Field Trips. Degree completion in anthropology has more than doubled in the last year (see section 6). We can continue the impact of having a full-time faculty position for the discipline by supporting faculty-led field trip opportunities for students (**Goal 2, Objective 1**).

iv) WSCH/FTEF RATIO

Target: 475

2019/20: 489

2018/19: 419

2017/18: 344

2016/17: 449

The WSCH/FTEF Ratio for anthropology for the 2019-2020 academic year was 489. The goal ratio for anthropology is set at 475 and this year we have exceeded that goal. The ratio has steadily increased over the last 3 academic years. Anthropology continues to have large course caps (50 for all classes except ANTHRO 100 which has a course cap of 55), which is a factor for both WSCH/FTEF Ratio and Fill rate.

In addition, the variation over the last 5 academic years is likely due to changes in the number of section offerings. Anthropology experimented with offering multiple sections of varying formats (online,

seated, and hybrid) for 100, 102, and 106 for a few semesters. Many of the courses were allowed to run with lower than usual enrollment numbers, in order to give the new hybrid format option a chance to make. We determined that we were spread too thin and decreased the number of sections offered in subsequent semesters, and returned to offering only seated and online formats. We recently began offering the new course ANTHRO 125 Language and Culture, so it will take time for that course to gain solid footing. Going forward, we are also adjusting the schedule so that online and seated sections are alternated between Fall and Spring semesters, rather than having more sections of a course than meets student demand.

v) FILL RATE

Target: 80%

2019/20: 63.2%

2018/19: 57.3%

2017/18: 47.1%

2016/17: 67.1%

The Fill rate for the 2019-2020 academic year for anthropology was 63.2%. This rate has varied widely over the last 5 years, ranging between a high of 74.2% in 2015/16 and a low of 47.1% in 2017/18. The rate has steadily increased over the last 3 academic years. A higher fill rate is difficult to achieve for anthropology due to the large course caps as stated above. Course caps for anthropology were set before a full-time faculty member was hired for the discipline. Our anthropology courses meet several areas of transfer electives, but students are not typically required to take an anthropology course as they are in history, for example). In order to provide our students with a proper range of offerings in the field of anthropology, some sections will not fill as much as other sections.

In addition, we are still within the first four years of having a full-time faculty member for the program at CHC. These past four years include a variety of approaches in terms of scheduling (offering new formats, new times, new courses, etc.) in an effort to experiment with what works and what doesn't work for our students. This was especially true for the year 2017/18 where the fill rate was 47.1%. Multiple sections of the same course were offered in a variety of formats and allowed to run with fewer students. In the past 4 years, we have also offered brand new courses (such as ANTHRO 125) and brand new formats for existing courses (hybrid and online for 100 and 106).

Curriculum updates include changes in course titles for both ANTHRO 107 and 110 making them more aligned with nation-wide standards, more reflective of the actual course content, and more attractive to prospective students. ANTHRO 107 is now titled "Native Peoples of North America" (formerly The United States and the North American Indians"). ANTHRO 110 is now titled, "Magic, Witchcraft, and Religion" (formerly titled "Tribal and Ethnic Religions"). These new changes are expected to help improve the fill rates as well.

The addition to the schedule of the much-needed laboratory course, ANTHRO 116 Biological Anthropology Lab, newly offered for Spring 2021, is also expected to contribute to improving fill rates. As a typical laboratory course with a cap of 24 students and given that laboratory courses at CHC often

have waiting lists due to their high demand, this course is likely to fill to capacity each semester. As expected, the course has filled to capacity in its first semester being offered.

As the program grows and data emerge about what works at CHC, adjustments will continue to be made accordingly and the fill rate is expected to continue to climb each year and reach the target. In the meantime, we can improve fill rates by actively recruiting students for the program through the use of advertisements and working with the counseling department. (**Goal 2, Activity 2**)

This program review cycle (2020-21) is the first cycle of Anthropology separated from Sociology as an independent program in PPR. This separation makes it much easier to see challenges and achievements specific to the Anthropology program.

6. Other Unit-Specific Quantitative and Qualitative Results

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – **Click [HERE](#) to view program and college demographics by year.**
- b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.). **Click [HERE](#) to access your program specific data on degrees and certificates.**
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

A. PROGRAM STUDENT DEMOGRAPHICS

Demographic Measure	Anthropology Program 2019/20	CHC Campus-wide 2019/20
Hispanic	44.47%	49.04%
White	33.65%	31.70%
Multiple Races	11.06%	6.83%
Asian	5.29%	6.22%
African American	3.37%	4.08%
Unknown	1.68%	1.83%
Native American	.48%	.30%

Demographic Measure	Anthropology Program 2019/20	CHC Campus-wide 2019/20
Aged 19 or younger	27.88%	31.97%
Aged 20-24	45.19%	35.75%
Aged 25-29	13.94%	15.9%
Aged 30-34	6.73%	8.23%
Aged 35-39	3.13%	5.2%
Aged 40-49	2.4%	4.71%
Aged 50+	1.2%	3.02%

Demographic Measure	Anthropology Program 2019/20	CHC Campus-wide 2019/20
Female	59.04%	55.49%

Male 40.96% 44.20%

The demographics for the Anthropology program are fairly aligned with the campus-wide demographics. The female to male ratio is typical of Anthropology and social sciences nationwide with more females than males taking courses in Anthropology. According to the American Anthropological Association, "Since 2003, 70% of anthropology graduates have been women." Source

In terms of race/ethnicity, the Anthropology program could consider recruitment of more Hispanic students to be more in line with the college-wide demographic data, although students reporting as "Multiple Races" is higher than the college percentage.

In terms of age, we typically see a higher percentage of students in the age bracket of 20-24 years than the college ratio and fewer in the age bracket of 19 or younger than the college ratio. This trend seems to be typical nationwide for students of anthropology. Students are typically not exposed to the field of anthropology until they reach college, as most high schools do not offer classes in anthropology. College freshmen may tend to enroll in more familiar courses when they first begin their education after high school, leading to a tendency to see students of an older cohort in college anthropology courses.

B. OTHER MEASURES

Degree Completion:	2019/20	2018/19	2017/18	2016/17
AA Degree:	4	1	2	3
AAT Degree:	13	6	3	6
Total:	17	7	5	9

The total number of degrees completed significantly increased for 2019/20. The lower numbers from previous years are probably part of the catch-up period from the addition of the full-time faculty in Anthropology in 2017. The majority of degrees were AAT degrees. This makes sense because careers in the field of anthropology typically require a minimum of a bachelor's degree, so students typically work toward a transfer degree at our college.

The female to male ratio for 2019/20 was almost evenly split, with 9 females and 8 males making up the total 17 students. In terms of race/ethnicity for 2019/20: 11 were Caucasian, 4 Hispanic, and 2 Multiple Races. The majority of the females were Caucasian (8) with 1 female Hispanic. The males reported 3 male Hispanics, 3 male Caucasians, and 2 male Multiple Races.

C. IMPROVEMENTS/CHANGES

In terms of enrollment in anthropology courses, we would like to see more African American, Native American, and Asian students in both the program and the college as a whole. Additionally, we could improve our ratio of Hispanic students, particularly female Hispanics. We can also work to recruit more male students to help improve the gender gap we see in the program. In terms of degree completion, we can work towards having a program that is more reflective of the student population in ethnicity. We will continue to work this into the recruitment plan for advertising Anthropology courses. (**Goal 2, Objective 2**)

7. Evaluation

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

ALTERNATIVE MODES AND SCHEDULES OF DELIVERY: The Anthropology program regularly offers a variety of online, seated, late start, and evening courses. Experiments with hybrid courses were not as successful, perhaps because students are unfamiliar with hybrid courses. This could be revisited in the future, especially if the college expands hybrid offerings in other departments and they become more familiar to students.

INTERNAL PARTNERSHIPS: The Anthropology program partners with the Honors Program, the Library, the CHC Foundation, the Sociology program, and other programs within the social science department. The Anthropology Program also partners with the Geology program, as we share space in the North building. We work well together in terms of collection storage and collection use for each program. The full-time anthropology faculty member also works with CHC's faculty delegate for Study Abroad, the full-time anthropology faculty at Valley college, and the regional organization, the Southern California Foothills Consortium, in terms of planning and expanding offerings for our students.

EXTERNAL PARTNERSHIPS: The Anthropology program has established an ongoing relationship with the San Bernardino County Museum's Anthropology Division. Anthropology students are frequently recommended as volunteers for the museum's anthropology collection, and the anthropology club has been involved in several events sponsored by the museum including Archaeology Day. As a local board member of Sister Cities International for Redlands, the full-time faculty member serves as a connection to our local community's efforts to offer cultural experiences abroad for CHC students in the future. Covid-19 has significantly impacted our ability to be involved in these initiatives, but the program intends to continue these partnerships going forward.

INNOVATION AND IMPLEMENTATION OF BEST PRACTICES: The Anthropology program continues to become established with the necessary components of a well-rounded college anthropology program. The addition of a full-time position in anthropology has helped to give the program a solid foundation and a voice. There is a need for the college to recognize Anthropology as both a science and a social

science, in terms of space, personnel, and resources. We have made major progress in this area by the recent purchase of equipment for biological anthropology. In order to follow best practices in the field, we need to give the program a permanent space for collections and teaching, provide lab tech support, and expand the teaching collections. We have also made progress in terms of curriculum, with updates to the curriculum including SLOs, and in the offering of courses in all four subfields of anthropology.

EFFICIENCY IN RESOURCE USE: The Anthropology program works actively with the Geology department in terms of resource space and daily use. The program maintains appropriate levels of communication with other areas of the college as needs arise.

STAFFING: The Anthropology currently has one full-time faculty member and three part-time faculty members, which seems to be adequate for the program at the moment in terms of faculty. However, we are in need of a laboratory technician for Biological Anthropology.

PARTICIPATION IN SHARED GOVERNANCE: The full-time faculty member is highly involved in shared governance, including serving as an officer in the Academic Senate, a committee member for the Educational Technology Committee, and on the Honors Steering Committee.

PROFESSIONAL DEVELOPMENT AND TRAINING: Full time and part-time faculty in anthropology participate in professional development and training on a regular basis. Several of our faculty are active in the field outside the classroom in areas such as archaeological excavation and museum work. We are fortunate to have an active anthropology network called the CCCATA (California Community College Anthropology Teaching Association) which offers training seminars, meetings, and conferences in addition to the regional and local opportunities available through our college, our district, and our state.

COMPLIANCE WITH APPLICABLE MANDATES: Not applicable

8. Vision

- a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance and align with the vision of the college?

The vision of the Anthropology program is to continue to offer a full offering of courses in all four subfields of anthropology for students for general education, associate degrees, and transfer. The vision for the future includes a dedicated space for the program where lecture and lab students can learn through the teaching collections in a fully equipped anthropology lab with appropriate furniture, a lab technician to assist with offering the lab courses, and full hands-on archaeology collection, with the goal of improving student engagement and success.

This vision of the college is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. A fully equipped anthropology

program space with teaching collections will allow students to experience deep learning with engaging hands-on activities. Having a lab technician for the lab courses encourage personal growth for students as they will gain more focused attention from the anthropology faculty. Opportunities outside the classroom such as the Anthropology Club, Field Trips, and Short-Term Study Abroad offers deep learning, personal growth, and a supportive community.

It is important for the college to recognize the interdisciplinary nature of the field of anthropology, as one that fits within the social sciences as well as in the physical sciences. Anthropology shares many of the features of other social sciences, but it differs in that it also need laboratory space and support. **The vision for the Anthropology program includes the consideration of the program as the college plans renovations and new buildings for lecture and lab courses.**

The teaching collection for biological anthropology is currently housed in North 109, which has a large amount of space for the collection with locking cabinetry, concrete floors (as opposed to carpet), lab seating, and tables with ample space to work with hands-on objects, and sinks.

As the program continues to grow and as the teaching collection for biological anthropology expands and the teaching collection for archaeology is established, it is important to continue to offer courses in the same room in which the collections are stored. Nearly all anthropology courses can use at least some of the teaching collection, and some absolutely require the use of the objects. Hands-on activities for archaeology (such as demonstration of the flotation technique) need access to sinks and floors that can easily be cleaned since they involve the use of soil, water, baking soda, etc.

North 109 has great potential as a dedicated space for the anthropology program, however, some adjustments could be made for improvement (see Goals and Objectives) The student seating in North 109 is currently hard wooden stools with no back support. This is extremely uncomfortable for students for a 3-hour lab, or even for a 90-minute lecture. Many complaints have been made by anthropology students, as well as by geology students who also use that room. The room currently consists of lab tables that were designed for microbiology, limiting seating capacity to 32 students. Replacing the lab tables with moveable tables and regular chairs would make the space much more usable for both anthropology and geology and would seat more students (the current cap for ANTHRO 106 Biological Anthropology lecture is 50). Moveable tables and chairs also allow for a more active learning environment which can also increase student engagement, retention, and overall success.

Please see attached document for Anthropology Program Vision with sample photos.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Placeholder**
Priority Rank: 0
Objectives:
 - **1.1 - Objective - Placeholder**

Priority Rank: 0

Original Start Date: 02/02/2021 **Original End Date:** 02/02/2021

Revised Start Date: 02/02/2021 **Revised End Date:** 02/02/2021

Responsible Person: Placeholder

Strategic Direction: 9. Optimize Resources

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed

Progress Description:

NA

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - Establish an organized and structured space for the Anthropology Program that is focused on student success**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Part-time Lab tech for ANTHRO 116 Biological Anthropology Laboratory**

Priority Rank: 1

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: VP of Instruction and Dean

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.1.r1 - Part-time Lab Technician Description**

A lab technician plays a vital role in assisting faculty members for teaching ANTHRO 116 in setup and takedown of lab activities. A lab technician would also help with cataloging, inventory, storage, and general management of the teaching collection of cast materials for Biological Anthropology and Archaeology.

Rationale

The biological anthropology collection currently consists of over 200 skeletal casts and will continue to grow. These items need to be properly stored, inventoried, and managed so that they can be used for the labs and hands-on portion of the anthropology courses. As the archaeology teaching collection becomes established, this collection will also need management. This responsibility is currently being done by the full-time faculty member, volunteer students, and the geology lab tech on his own time. CHC is one of the few colleges in the region which has such a collection and it needs proper care. Additionally, when the lab course ANTHRO 116 is offered in-person, faculty will need assistance in set-up for each lab as is the case in other science lab courses. It is common practice for college anthropology programs to have lab tech positions to manage their collections and lab preparations.

Resource Type: Ongoing

Expenditure Category: Instructional Aide (Unit) (2203)

First Year Cost/Savings: \$20,000.00/\$0.00

Second Year Cost/Savings: \$20,000.00/\$0.00

Third Year Cost/Savings: \$20,000.00/\$0.00

o **1.2 - Objective - Support for Biological Anthropology Laboratory**

Priority Rank: 2

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: VP Instruction and Dean

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

▪ **1.2.r1 - Equipment Description**

Request funding for additional equipment for the teaching collection for Biological Anthropology Laboratory including:

Collection storage items and materials for current collection.

Bone casts of hominins, modern human and forensic material, comparative primate material not previously purchased.

Rationale

The teaching collection for Biological Anthropology was recently established (Summer 2020). This collection can be used in both lab and lecture courses (especially for ANTHRO 100, 106, and 116)

The teaching collection has been unpacked and is being stored in North 109. As we have been unpacking and organizing, we are discovering that we are missing some needed items, such as organizational boxes of different sizes and materials to cushion the bone collection.

As new discoveries are made and new cast materials become available, it will be necessary to add to the collection and maintain the current collection.

Resource Type: One-time

Expenditure Category: Instructional Supplies (4300)

First Year Cost/Savings: \$2,000.00/\$0.00

- **1.2.r2 - Supplies**

Description

Provide replacements for consumable supplies in Anthropology (Biological Anthropology and Archaeology)

Rationale

Many labs and hands-on classroom exercises use supplies that are used up during their use, such as plastic bags, labels, soil and seeds, organic plant material (for DNA extraction), salt, baking soda, etc.

Resource Type: Ongoing

Expenditure Category: Instructional Supplies (4300)

First Year Cost/Savings: \$300.00/\$0.00

Second Year Cost/Savings: \$300.00/\$0.00

Third Year Cost/Savings: \$300.00/\$0.00

- **1.2.r3 - 3D Printer**

Description

3D Printer for Anthropology

Rationale

Some bone casts can be printed on a 3D printer. Morphosource is a company that provides free digital downloads for 3D printing to educational institutions. Morphosource often provides digital downloads of the most recent paleoanthropology fossil finds, before they are ever available through companies such as Bone Clones. Having a 3D printed model of brand new discoveries would greatly enhance the students' understanding of the field as it continues to develop and change. The printer can be used for the archaeology teaching collection as well.

In addition, 3D printing is an inexpensive way to provide multiple models of the same bone or artifact casts for the lab exercises, so that

lab groups do not have to share the same single specimen.

Resource Type: One-time

Expenditure Category: Equipment & Furniture (6400)

First Year Cost/Savings: \$1,200.00/\$0.00

■ **1.2.r4 - Update furniture in lab room**

Description

Replace fixed lab tables (originally designed for microbiology labs) and wooden stool seating with moveable, appropriate laboratory tables and comfortable seating with back support for students in North 109.

Rationale

The current furniture in North 109 includes large fixed laboratory tables that were originally used for microbiology. These tables are not appropriate for anthropology or geology, for which the room is mostly used now. Lightweight, moveable Laboratory tables with wheels are much more appropriate for both disciplines and would accommodate far more students. Currently, the lab furniture limits student seating to 32, and caps for anthropology courses are commonly 50, with the exception of the lab course.

The existing student seating in North 109 is hard wooden stools with no back support. These are extremely uncomfortable seats for students, especially for students enrolled in 3-hour lab sessions. Many students have complained about how uncomfortable the seats are.

Resource Type: One-time

Expenditure Category: Equipment & Furniture (6400)

First Year Cost/Savings: \$15,000.00/\$0.00

Actions/Activities:

■ **1.2.a1 - Secure a Dedicated Space for Anthropology Program**

Secure a dedicated space (could be a shared space) for the anthropology program which allows anthropology courses to be offered in the same space as the teaching collections for biological anthropology and archaeology. A dedicated space would put the Anthropology Program on par with the other science programs at the college.

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: VP Instruction, Dean

- **1.3 - Objective - Establish teaching collection for ANTHRO 100 Archaeology**
- Priority Rank:** 3

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: VP Instruction, Dean

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.3.r1 - Equipment Description**

Purchase storage materials and equipment to establish a teaching collection in Archaeology, offering hands-on learning activities for students in archaeology (including buckets, screens, shovels, trowels, and materials for experimental archaeology).

Buckets, screens, shovels, trowels, and tools for experimental archaeology: 700 (one-time)

Consumable materials for experimental archaeology (salt, seeds, bags, organic remains, fabric): 300 (ongoing)

Storage and cataloging materials: 500 (one-time)

Replica stone tools, pottery, and other artifacts for hands-on learning: 2000 (one-time)

Rationale

Hands-on, experiential learning increases student success and this is especially true in the field of archaeology. The purchase of some basic equipment and supplies will increase student success and engagement in archaeology. The equipment will help in teaching the core principles of archaeological methodology including mapping, excavation, cataloging, and conservation.

The Anthropology program anticipates working closely with the San Bernardino County Museum and other museums and organizations in the region in acquiring some materials for a teaching collection for archaeology through the donation of objects no longer needed from these organizations. Funds are needed to support this acquisition (providing a space for housing it, storage containers, and other materials). Funding is requested to purchase items that are not given through donation to complete the teaching collection.

Resource Type: One-time

Expenditure Category: Instructional Supplies (4300)

First Year Cost/Savings: \$3,500.00/\$0.00

Second Year Cost/Savings: \$300.00/\$0.00

Third Year Cost/Savings: \$300.00/\$0.00

• **2 - Goal - Promote and Strengthen Anthropology Program**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Review and revise PLOs and preassign PLO-SLO maps in the cloud.**

Priority Rank: 4

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: Cheryl DiBartolo

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: 4. Society and Culture

- **2.2 - Objective - To increase enrollment and student success in anthropology courses.**

Priority Rank: 5

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person:

VP of Instruction, Dean of Social, Information and Natural Sciences, and full time faculty

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **2.2.r1 - Provide student support through supplemental instruction**

Description

There is a need for an SI instructor, particularly for ANTHRO 106 Biological Anthropology and ANTHRO 100 Archaeology.

Rationale

As indicated by the data on student success for the anthropology program, there is a need for student support, particularly for ANTHRO 106 Biological Anthropology and ANTHRO 100 Archaeology. Students commonly underestimate the science component of these social science classes. Supplemental instruction has been shown to improve success for students who attend.

Resource Type: Ongoing

Expenditure Category: Part-Time / Overtime / Student (2380)

First Year Cost/Savings: \$5,000.00/\$0.00

Second Year Cost/Savings: \$5,000.00/\$0.00

Third Year Cost/Savings: \$5,000.00/\$0.00

Actions/Activities:

- **2.2.a1 - Advertisement and Outreach**

Advertise anthropology courses across campus through flyers, events, and colleagues in order to promote increased enrollment, particularly for males and Hispanic females, in response to the fill rate statistics for the program.

Collaborate with the counseling department for ways to increase enrollment for anthropology courses and plan course formats and scheduling times that best serve students.

Start Date: 01/21/2021 **End Date:** 01/21/2025

- **2.3 - Objective - Provide professional development for faculty**

Priority Rank: 7

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: VP Instruction, Dean

Strategic Direction: 3. Develop Teaching and Learning Practices

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **2.3.r1 - Support professional development for faculty**
Description

Provide annual funds to attend academic conferences and workshops specifically related to teaching Anthropology for the purposes of professional growth and networking.

Rationale

The professional anthropology community is very active, particularly in California. The California Community College Anthropology Teaching Association meets yearly and is an excellent place to network with other faculty, and learn about and share best practices specifically for community college faculty. The Society for Anthropology in Community Colleges offers regional workshops and seminars on a regular basis. Frequently these conferences cover topics in equity, inclusion, distance education, and student success specific to anthropology programs in community colleges.

Resource Type: Ongoing

Expenditure Category: Conference and Travel (5200)

First Year Cost/Savings: \$1,500.00/\$0.00

Second Year Cost/Savings: \$1,500.00/\$0.00

Third Year Cost/Savings: \$1,500.00/\$0.00

- **3 - Goal - Develop opportunities for student engagement outside the classroom.**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Provide opportunities for students to participate in anthropology related activities on campus and in the community.**

Priority Rank: 6

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: Faculty

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **3.1.r1 - Funding for field trips**

Description

Funding for field trips for students to attend area museums and events.

Rationale

Student learning increases with active participation. This area offers a rich variety of local museums, lectures, and other events related to anthropology. Funding to help with field trip travel expenses and admission is requested. Focus will be on organizing low-cost field trips to accommodate as many students as possible.

Resource Type: Ongoing

Expenditure Category: Conference and Travel (5200)

First Year Cost/Savings: \$1,500.00/\$0.00

Second Year Cost/Savings: \$1,500.00/\$0.00

Third Year Cost/Savings: \$1,500.00/\$0.00

Actions/Activities:

- **3.1.a1 - Develop Short Term Study Abroad Opportunities**

Work with CHC Study Abroad faculty, the Southern California Foothills Consortium and AIFS (American Institute of Foreign Study, our district's study abroad partner) to build itineraries that work with existing anthropology curricula for short-term study abroad trips for students during summer semesters.

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: Cheryl DiBartolo

- **3.1.a2 - Advise and Promote Anthropology Club**

Continue being an Advisor for the Anthropology Club.

Promote Anthropology Club by inviting students in anthropology courses to join.

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: Cheryl DiBartolo

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [Vision for the space for the Anthropology Program.docx](#)
- [Anthro Scheduling Matrix.xlsx](#)

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